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ABSTRACT

This proposed magnet school program is intended to provide a fundamental education to Cleveland students at both the elementary and secondary levels. Basic elements of the program's first semester operations are used to illustrate plans for an expanded program. A detailed description of the program covers staffing, staff development, curriculum, instructional methodology, teaching/learning styles, pupil assessment, support activities, extra- and co-curricular activities, and parent and advisory committee involvement. A schedule of implementation and a sequence of evaluation activities are included. (EB)

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Proposed Plan For Magnet Schools

Cleveland Public Schools

Section II
Cleveland Center for Fundamental Education

Submitted to

Federal Judge Frank J. Battisti

June 29, 1979

By the

Department of Desegregation Implementation

Margaret Fleming,
Deputy Superintendent

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Cleveland Board of Education

Cleveland, Ohio 44114

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PROPOSED PLAN FOR MAGNET SCHOOLS

CLEVELAND PUBLIC SCHOOLS

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OCT 2 3 1979

CLEVELAND CENTER FOR
FUNDAMENTAL ELEMENTARY EDUCATION

Cleveland Public Schools
Cleveland, Ohio 44114

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PREFACE

The Cleveland Center for Fundamental Elementary Education has been in operation since February 27, 1979. A magnet program grant of the Emergency School Aid Act provided partial funding of the school. This pilot phase of the school's operation for grades one through five marked the Cleveland Public School System's launching of the first Magnet School within the plan for district-wide desegregation.

As the end of the first semester of the pilot phase draws near, there are many positive indicators demonstrating evidence of success. Among these positive indicators are:

- Maintenance of a stable racial balance within the student body;
- Evidence of harmony among the students, parents and school staff;
- Evidence of increased student achievement;
- On-going support and involvement of parents; and
- Encouragement from the community and media.

During the summer, careful analysis will be made of the data collected by the Division of Research and Development, as well as the practical experience gained by the staff during the first semester of the pilot phase. Modifications and improvements in the overall school plan will be made based on evidence provided by these data sources.

This plan for the Cleveland Center for Fundamental Education includes elements which have been in operation during the school's first semester, as well as those now planned for implementation next school year. The Fundamental Center will be expanded to include a sixth grade in the fall and new first grade students will enter the school.

I. INTRODUCTION

The history of this country documents the persistent belief that public education should offer diversity and meet the specific needs of those it serves. The zealous attempt of many school systems to provide for diversity--and stress permissive or humanistic education--has too often resulted in neglect of traditional, basic education. Daily the media brings the account of "failing schools", documenting that standardized test scores are on the decline, semi-illiterate students have received diplomas or that young people and adults are lacking in survival skills.

The Cleveland Public School System, although maintaining a traditional educational philosophy over the years, is cognizant that basic educational goals and values must be maintained and strengthened in all schools. However, there is an additional realization that there exists a need for specialized schools within the system to focus primarily on basic, fundamental education.

Fundamentalism in education emphasizes intellectual development as the principal task of the school. Those who support this emphasis typically value conventional school practices, organization and priorities. They seek improvement of the school through improvement of familiar methods and materials. Others with contrasting orientation value more humanistic outcomes, identifying pupil adjustment and pupil feelings as the principal purposes of the school. Although it would be impossible to sort educators and other concerned citizens into a discrete category exclusively on the basis of their views about the educational system, there are major differences between the advocated points of view which have implications for the choice of materials and methods and which have the potential for different results.

Ebel describes this contrast between the progressivist and traditionalist:

> ...clearly there are good things on both sides... Neither are they mutually complementary...Strongest support for the humanistic, progressive point of view comes from some professors of education and from some of their students, particularly among those who plan to teach in the early elementary grades. Strongest support for the intellectual, conservative point of view comes from some leaders in government and business, from the public at large, and from a majority of experienced teachers. (Ebel, 1972)

In Ebel's analysis, the traditional educator looks to the subject products of learning with an emphasis on the knowing, understanding, achievement, mastery and convergent thinking aspects. Goals are teacher-defined with direction toward competence and excellence. The role of the teacher is viewed as one of instructing, directing and reflecting the scholarship of his profession. The role of the student is considered to center on learning and studying.

The progressive view of education looks to pupils' feelings and interest and emphasizes the processes of learning, particularly perceiving, behaving, becoming, creating. Goals are pupil-determined with direction toward pupil adjustment and individuality. The role of the teacher is one of motivating, facilitating and reflecting a fellowship. The role of the student centers on living and participating.

Some commentators equate traditionalism with convergent thinking and progressivism with divergent thinking. Given the complexities in any teaching-learning situation, this classification would appear too simplistic. Hopefully any educational system would recognize the appropriateness of a full range of thinking experiences and the desirability of developing functional thinkers.

Research has identified over 80 teaching strategies or models (Joyce, 1978). Joyce cites the potential for student growth in the process of matching the student's learning style with the teaching model.

Dunn and Dunn (1979) document the impact of teaching models. Their findings show that students, when taught through methods which complemented their learning characteristics, became increasingly motivated and achieved better academically. Learners respond uniquely to their immediate environment in which the environmental elements, such as sound, light, temperature and design of the classroom (open vs. formal setting), impact upon them. Teachers also, according to Dunn and Dunn, teach the way they learned. Teachers may need to expand their repertoires so as to be able to respond to varied learning styles, desirably with understanding of the need for use of style that can be effective with students in question. Students in need of a formal environment, who are responsive to structure and who are not in need of mobility, probably will profit in the more traditional, formal learning setting.

It is in response to the realized need for fundamental education, as well as the perceived need in the community, that the Cleveland Center for Fundamental Elementary Education was established in February, 1979. This school is intended to be the first step in the process of providing a continuum of fundamental education throughout grades one through twelve. The current five-year plan for educational renewal of the school system projects the establishment of a Fundamental Middle School and a Fundamental High School.

Documentation of Need

There is widespread concern by those interested in public education regarding pupils' lack of discipline, poor test grades, lack of reading and

math skills, inability to speak and write fluently, and failure to gain entry into institutions of higher learning without remediation. These concerns are bringing forth demands for a "back-to-basics" or fundamental approach to teaching in our public schools. Since the late James E. Allen, Jr., former U.S. Commissioner of Education, in 1969 publicized the high rate of functional illiteracy in our country, many educators have expressed a need to improve our schools to the point where everyone learns to read to the limit of his/her capability. With the high cost of education and continuing escalation of those costs, parents are demanding accountability for money spent and cutbacks on frills rather than increased taxes.

National polls have shown the interest of the American public in the elements typically emphasized in programs of fundamental education. The Tenth Annual Gallup Poll of the Public's Attitudes toward the Public Schools showed that in the eyes of the public, discipline tops the list of major problems facing the local public schools. To quote the report, "The public is bothered by the lack of respect shown to, or demanded by, teachers. They read about the chaos in classrooms. They complain that teachers let children do anything they wish, dress any way they want, pay no attention to school rules, stay away from school whenever they feel like it." (Gallup, 1978) Not surprisingly, the need for more strict discipline topped the list of suggestions offered to improve the schools. Also high on the list of suggested improvements in schools was a greater emphasis on fundamental skills in reading, writing and arithmetic. A third frequent suggestion was to maintain higher scholastic standards and to require more homework of students.

NEA Surveys show that parents and teachers are increasingly in agreement that a more structured, disciplined environment is necessary to promote learning. (Lemlech, 1979)

A recent survey reveals that 94 percent of 302,602 respondents believe that schools should place a stronger emphasis on fundamental skills--reading, writing and basic arithmetic (Daly, 1979). Daly also states that approximately 30 of the nation's 16,000 school districts have alternative fundamental or basic education schools, but that the number is growing. This author also points out that waiting lists exist at most of these schools. The Myers Park Elementary School in Charlotte, North Carolina, for example, has five applicants for every opening, and the school must select by lottery.

System-wide needs assessments conducted in 1973-74, 1974-75 and 1975-76 among a stratified sample of Cleveland school administrators, teachers and parents reveals that functional proficiency and competency in basic skills consistently rank among the highest priority needs within Cleveland's school system. The following summarizes the identified needs:

- Students will acquire the functional use of basic skills: "three R's"--(rated as priority need number one on the 1975-76 survey).
- A student should be able to read with understanding and use functional reading skills at the highest level one's ability permits--(rated as priority need number two on the 1974-75 survey).
- A student should be able to perform the basic computational skills necessary to function well in society--(rated as priority need number three on the 1974-75 survey).
- A student should be able to function in society at his/her highest level--(rated as priority need number five on the 1973-74 survey).

(Division of Research and Development)

The need for a magnet program offering fundamental education has been documented in local surveys. The Magnet School Perception Survey administered to 573 teachers, parents and students this past spring by the Cleve-

land Public School Magnet Schools' Committee revealed the following:

- A total of 87.9% responded that Cleveland should have a School for Fundamental Education (2nd highest positive rating in a list of 19 possible Magnet Schools).
- A total of 80.6% rated a School for Fundamental Education as a "high" priority (highest priority rating in a list of 19 possible Magnet Schools).

Uniqueness of the Educational Program

The primary focus of the educational program at the Cleveland Center for Fundamental Education is a "back-to-basics" approach to academics in a teacher-centered classroom. The center aims to be highly disciplined and adhere to traditional methods and practices. The Fundamental Center strives to produce citizens for a democratic society who can read, write, speak and think.

The curriculum emphasizes intellectual development. All courses included in the curriculum--English, writing, reading, mathematics, science, social studies, visual arts, music, health and physical education--focus on the academic aspects of the subject matter. The classroom procedures include drill, recitation, memorization and text-book assignments. It is recognized that memorizing is not learning. To learn one thing, however, one has to memorize others. In the Center's plan, repetitive practice is viewed as a foundation for the more complex art, skill or area of knowledge leading to mastery of the simple components on which such competence must rest. Daily, clearly defined homework assignments are given to all students to augment the classroom assignments.

Two further features of the Fundamental Center which set the Center apart from other schools in the system are the dress code and Parent Commitment Contract.

The dress code (see Appendix A) in effect at the Center serves to visibly demonstrate that the emphasis of the Center is on education, not on style. The similar dress of all students fosters a sense of "belonging" to a new school. It sets the students apart from their former school and develops a school spirit and pride.

Commitment of parents to the aims of the Fundamental Center is an essential component of the Center's success. Parents are required to sign a Parent Commitment Contract (see Appendix B) upon admission of their child to the Center. The contract serves to focus the attention of parents on the aims of the school and to demonstrate parents' support of the Center.

Although not all fundamental schools throughout the nation are alike, they all stress academic achievement in teacher-centered classrooms. The characteristics described above are the ones chosen to be represented in the Cleveland Center for Fundamental Education. The philosophy and practices aspired to by the Center are viewed not as being static but as being a process. They will need to be cultivated, nurtured, modified and refined as the process goes on.

The aims of the Fundamental Center for September are:

- To stress intellectual growth and development;
- To review individual students' mastery of basic mathematics and reading skills by an Intervention Team;
- To incorporate basic skills mastery into all segments of the curriculum;
- To utilize the unique education facilities provided by the building housing the school;
- To include self-contained classrooms;
- To offer science to every grade, taught by a science specialist;

- To require all teachers to assign and assess homework;
- To maximize use of the media center's resources;
- To maintain a traditional, formal classroom environment;
- To emphasize noncompetitive sports and recreation;
- To espouse the value of patriotism;
- To emphasize memorization and recitation of factual data;
- To uniformly and fairly enforce the rules of the school;
- To clearly communicate to parents rules and resultant punishment;
- To reestablish the concept of respect for authority;
- To clearly define and enforce a dress code;
- To require the commitment of the teachers and staff to the goals of the school; and
- To enter into a contractual agreement with parents in order to ensure their support of the goals and activities of the school;

Homework Policy

The daily assignment of homework is an essential element of the Fundamental Center. Although parents have been aware of the homework assignments and their home responsibilities through the Parent Commitment Contract, a formal policy statement is in the process of being finalized. This policy--currently in draft form (see Appendix C)--has been approved by the Homework Committee, but has not yet been presented to the Advisory Committee.

The Homework Policy draft has been drawn from suggestions of the Advisory Committee and faculty based on actual classroom practices now in effect.

Currently, homework is considered as a part of the students' total classroom performance in assessment by teachers. The Center's homework policy recognizes the critical potential for homework in increasing the time on task for students. Research has confirmed that allocation of time (the time the school makes available for learning the subject and the time the student devotes to learning) is strongly related to student achievement. As Garner (1979) has described, "Teachers can increase the amount of time students spend on basic skills during nonschool hours by assigning homework." Garner notes that "just 20 minutes of homework adds as much as 50 percent of the exposure to a subject a child would receive in a 40-minute classroom period."

Student Discipline

All parents of students at the Fundamental Center have also received copies of the Student Handbook, with an accompanying note from the principal (see Appendix D). Parents were requested to return the tear-off portion to signify receiving the handbook. As directed by Court order (February 23, 1979) an all-school assembly was held to inform students of their rights and responsibilities as outlined in the Student Handbook--Rights and Responsibilities.

Rules specific to the Fundamental Center are in the process of being formulated by the Discipline Policy Committee. This committee is made up of Advisory Committee members and faculty. An initial draft has been drawn up. Areas of discipline addressed by this draft include the following:

- School-Wide Procedures--dress code, hall rules, lavatory procedures, noise control, etc.
- Classroom Procedures--homework, use of supplies and equipment, housekeeping rules, etc.
- Lunchroom Procedures--manners, serving routine, conversation, activity, cooperation, etc.

Also in the process of being developed are the specific steps that will be taken to handle offenses to the rules--first, second and third offense.

Even though the Fundamental Center includes rules specific to the school, all rights and responsibilities outlined in the court-approved handbook will be adhered to strictly.

Site Selection

After a review of facilities that were available to serve as possible locations for Fundamental Elementary School, the former Supplementary Education Center was selected as the site. The principal factors that contributed to the decision for selecting this facility as the site were:

- Central location;
- Nearness to downtown, its attractions and events;
- Racially neutral geographic characteristics;
- Unique educational features available in the building--Space Theater, music facilities, historical displays and the like;
- Ability of the site to attract students from all parts of the city;
- Physical layout and attractiveness of the building;
- Ready availability of the site; and
- Convenient access to public transportation and minimal time required to transport pupils from all parts of the city;

Planning of the Fundamental School

To address the needs documented by local assessments, as well as national surveys, plans for the Cleveland School for Fundamental Education were formulated. The nuclear plans for the school were outlined in the 1978 Magnet School Proposal submitted to ESAA (Emergency School Aid Act). Included

in Appendix E of this document are the five objectives related to the establishment of the Fundamental school that were submitted in the Magnet School Proposal. This proposal was funded August 28, 1978.

The initial implementation phases of the Fundamental School were under the direction of Mrs. Sarah Livingston, Directing Principal of the West district elementary schools. Mrs. Livingston activated the process of posting job positions for staff, formulating curriculum planning, selecting the site and other organizational planning efforts.

A visitation to the fundamental school in Buffalo, New York was made by key personnel associated with the Fundamental school.

As the planning phase evolved into implementation, the following Cleveland Public School personnel contributed their efforts:

Rita Schlatterbeck, Directing Supervisor, Language Arts
Worked on Curriculum design; conducted reading in-service

Catherine S. Meyers, Consultant
Observes and demonstrates reading (grades 4-5)

Norma E. Fleming, Consultant
Observes and demonstrates reading (grades 1-3)

Bobbie L. Williams, Assistant Supervisor, Language Arts
Conducts creative writing in-service

Carol T. Blount, Supervisor, Mathematics
Worked on Math curriculum; helped assemble materials

Richard T. Codisporti, Directing Supervisor, Science
Worked on curriculum design, materials and supplies; provided on-going supervision and support

Marilyn Fink, Supervisor, Physical Education

Shirley S. Seaton, Supervisor, Social Studes
Worked on curriculum design; placement of textbooks, maps and globes

Wilda M. Donegan, Supervisor, Vocal Music

Ofelia Halasa, Assistant Supervisor, Research and Development
Established selection of pupil procedures

Elnora M. Portteus, Director, Media Services
Planned media center; provided on-going supervision and support

Estelle S. Holmes, Assistant Supervisor, Media Services
Planned media center; provided on-going supervision and support

Cynthia L. Burks, Coordinator, Volunteers
Organized volunteers for center

Outside Consultant Personnel:

Rosanne Blass	Allegheny College Cleveland Instruction Center (On-site visitation. See attached letter)
Robert Hum	Consultant for Social Studies Scott Foresman Company; in-service on new textbooks
James Nobel	Council on Human Relations Conducted grade 3 staff meeting; planned classroom follow-up

Reviewers and evaluators who have made on-site visits to the Fundamental school include the following:

Pheda Vaughn	Department of Equal Education Opportunity
Dorothea Perkins	ESAA, Washington, D.C.
Ron Davis	ESAA, Washington, D.C.
Evelyn Kirby	Office of School Monitoring and Community Relations
Nervee Lugo	OSMCR
Jerald Shive	OSMCR
Donald Clements	OSMCR
William Strayer	Ohio State Evaluator State Department of Education
George Davis	Professor of Black Studies Ohio State University

Winston Adams	Principal, Millikin School Cleveland Heights, Ohio
Dennis Gray	Council of Basic Education Washington, D.C.
Joseph Murray	Superintendent for Desegregation Buffalo, N.Y.
Marilyn Rosenblatt	Director of Curriculum Buffalo, N.Y.
Priscilla Niedermeyre	Principal, Fundamental School Buffalo, N.Y.
Josephine Koebert	Principal, Elm Magnet School Milwaukee, Wis.

II. PROGRAM DESCRIPTION

Staffing

The Cleveland School for Fundamental Elementary Education is staffed by administrative personnel, recruiter-counselors, teachers, media specialist and a clerk. Announcements of vacancies were posted for instructional staff. Distribution of announcements were made to all schools, supplementary facilities, all administration building departments and the representing teachers' organization. Applicants were screened and selected by the Division of Personnel and the principal of the school. In the process of selection, a primary consideration was given to establishing a racially balanced staff.

All instructional personnel have been duly certified by the state of Ohio to teach in the elementary schools. Final selection for all positions was based on these attributes of applicants;

- Appropriate credentials and certification;
- Evidence of satisfactory classroom teaching experience in the Cleveland Public Schools;
- Ability to work harmoniously with administrators, parents and students in an integrated setting;
- Willingness to strictly adhere to all rules and regulations established for the school;
- Ability to work well in a highly structured educational setting; and
- Willingness to spend the additional time needed to effectively meet the challenges, objectives and purposes of the school and engage in extensive in-service activities.

Typical teacher duties include:

- Diagnosing needs of children;
- Prescribing learning procedures;

- Implementing prescriptions;
- Evaluating progress;
- Communicating and reporting to parents regarding children's learning process and progress;
- Maintaining an accurate record-keeping and reporting system;
- Developing and maintaining an orderly, functioning learning environment;
- Contributing to cooperative planning;
- Planning and counseling to eliminate racial isolation and to promote racial integration with pupils, staff and parents; and
- Up-dating teaching skills and procedures needed to serve as exemplary models for the system.

Upon receipt of applications in the Personnel Department, a classroom observation was made by a representative of that department. An on-site visit and interview by the principal-planner was then scheduled by personnel for the applicant. The principal-planner informed the Division of Personnel of choices for staff after study of work records and personal interviews. An attached sheet indicates present staff that is racially balanced. Additional staff or replacements will be selected in the same manner.

Staff Development

An on-going program of staff development has been planned for the staff of the Fundamental School. The importance of reviewing teachers' methods, skills, competencies and attitudes--as well as reinforcing their emphasis on basic skills--cannot be stressed too much.

In the week prior to the opening of the Fundamental School in February, the following areas of staff development were highlighted:

- Teacher Orientation
  Introduction to the site, grade level instruction, school policies and general guidelines for the Center

- Classroom Test Skills Project
  Four two-hour sessions focusing on planning tests, constructing test items, assembling and administering tests, and scoring and analysing tests

- Human Relations Workshops
  Three two-hour sessions emphasizing working in a desegregated setting

- Language Arts Curriculum Workshop
  Discussions and demonstrations of creative writing

- Program Evaluation
  One two-hour session focusing on procedures to evaluate the ESAA proposal objectives

- Health Services Workshop
  A one-hour session focusing on special needs of children away from their home neighborhood

- Psychological Services Workshop
  A one-hour meeting focusing on student adjustment problems in a desegregated setting

General staff meeetings have been held every Monday morning throughout the school's first semester of operation to discuss the week's plans for the school, review or discuss any policy or concerns of the staff, and share information and plans. Weekly 40-minute grade-level meetings are held for teachers to share ideas and suggestions with co-workers and administrators. Monthly early-dismissal meetings give time to address curriculum development or other educational concerns.

Staff development workshops will be continued and expanded in the next year. Appropriations have been made to provide 100 hours of inservice for the Fundamental Center staff. The services of expert educational con-

sultants will be utilized in pre-service and in-service workshops.

Yearly themes of academic concentration are planned for the future staff development at the Fundamental Center. Emphasis during the 1979-80 school year will be on writing skills--mechanics, grammar, usage and expression.

General staff meetings during the next school year will include focusing on revision of report cards and establishment of criteria for grading.

Curriculum

The Cleveland School for Fundamental Education curriculum focuses on basic skill development. The intellectual disciplines, especially English, writin, reading, mathematics, science and social studies, receive the greatest emphasis. Visual arts, health and physical education--although included in the curriculum--receive less emphasis. However, all subjects in the curriculum will incorporate elements of basic, academic education within the context of their domain. Drill, recitation and memorization are included in all classes.

Basic to the philosophy of the Fundamental School is the commitment to a limited academic curriculum. The curriculum will not add "frill" subjects or be influenced by the "latest" teacher methods. The school seeks to provide an academic education in the traditional sense.

Staff development activities in the year ahead will feature on-going work on curriculum. Continuous study will be undertaken by the staff in collaboration with consultants from such organizations as the Council on Basic Education, to modify and refine the curriculum.

The various subsets of subject matter that comprise the core curriculum at the Fundamental School are:

GREATER EMPHASIS

English-Language Arts:

- Reading--Developmental Skills, Literature
- Language--Grammar, Creative Writing
- Spelling and Handwriting

Mathematics:

- Concept Development
- Computation Skills
- Application

Social Studies:

- Geography
- History
- Economics

Science:

- Life Science
- Earth Science
- Physical Science

LESSER EMPHASIS

Visual Arts:

- Art Appreciation
- Making Art Objects

Health:

- Emotional
- Physical
- Social

Physical Education:

- Body Awareness
- Body Performance
- Sociological Behavior
- Psychological Self-Development and Self-Understanding

Music:

- Music Notation
- Musical Performance
- Musical Creativity

The following curricular designs for the Fundamental Schools are included in Appendix F.

- Reading--Language Arts
- Mathematics
- Science
- Social Studies
- Music
- Physical Education

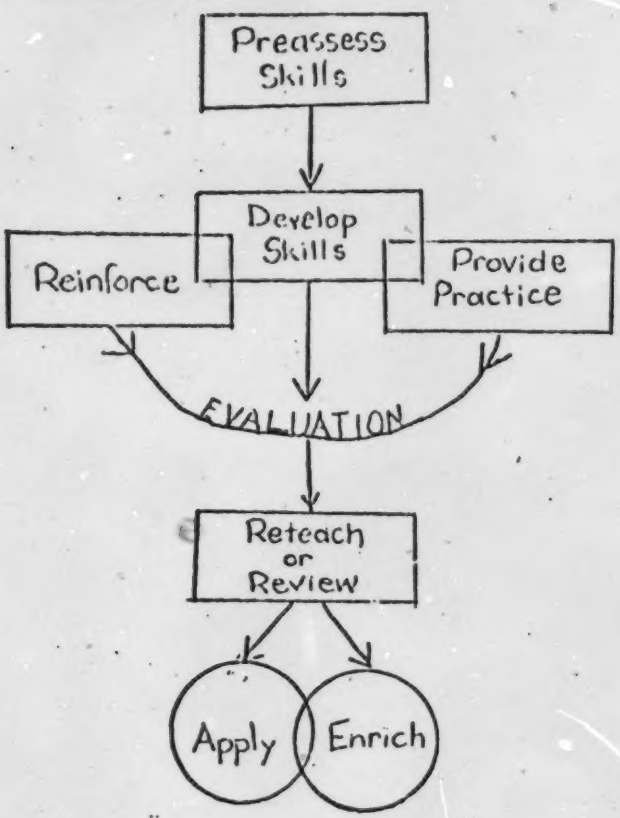
Instructional Methodology

The following instructional strategies will be used in the educational program:

- Traditional classroom instructional program based on diagnostic, prescriptive procedures, designed to emphasize mastery of basic skills (see diagram, "Cycle of Instruction" on the following page)
- Whole group instruction, particularly in introducing concepts of general interest
- Small-group techniques
- Flexible groupings based on performance, ability and/or academic need
- Emphasis on teacher-directed activities and teacher control of physical movement and talk
- Accent on memory, practice and rote learning
- Routinely scheduled instruction in all subject areas
- External rewards used such as grades, progress charts, recognition for scholarship, attendance and citizenship
- Regular testing program
- Multi-media resources to emphasize basic skills and concepts
- Instructional reinforcement by trained adult volunteers
- Regular homework assignments as a reinforcement and/or extension of classroom work

- Frequent use of chalkboard activities for purposes of instruction, drill and practice
- Grade-level planning meetings for teachers

CYCLE OF INSTRUCTION



PREASSESSMENT--Identify pupils' knowledge base in relation to specific skills in order to organize classroom instructional activities and groupings.

DEVELOP SKILLS--Develop basic skills through teacher-directed lessons using various student groupings, types of materials and teaching techniques.

REINFORCEMENT/PRACTICE--Provide guided and independent practice as a follow-up to the introduction of new skill using a variety of directed activities, individual research and study as needed.

EVALUATION--Provide ongoing evaluation through teacher observation and/or formal testing to determine mastery levels.

RETEACH or REVIEW--Provide additional instruction or review as determined through evaluation, using different approaches, techniques and materials.

APPLY--Provide for transfer of learnings to practical use by applying skills to content areas.

ENRICH--Provide an opportunity for students with limited experiences to expand their knowledge in the various content areas, and opportunities for pupils with special interests to pursue them in depth.

Teaching-Learning Style

The "back-to-basics" and return to the "traditional approach" in this magnet school is planned to meet the needs of the large number of pupils who learn best in a formal teaching setting. The atmosphere of the classroom is intended to be more formal--children raising their hand and waiting to be called upon before speaking; teacher directing, planning and supervising all learning activities; quieter classroom atmosphere; less movement of children within the classroom; standards set and maintained.

The Fundamental School atmosphere is particularly helpful for a student who learns best in a structured environment, knows exactly what is expected, what standards are being used to evaluate progress, what rules must be followed.

The teaching style of the instructor must be one that fits best in a structured environment. To achieve maximum success, the teacher-learner style should mesh within the framework of the goals of the Fundamental School.

Explanation of Pupil Assessment

Basic education addresses the concern that all students should be taught the "three R's" with the aim of mastery of skills required in these subjects. There should be standards to measure the progress made and to determine promotion to the next grade. This promotion should be based on academic competency that reflects the highest attainment possible for each child. Upon entering the Fundamental Education Center, each pupil's record is studied for assessment of levels of past performance. Children's entry point skills are diagnosed by homeroom teachers through teacher-made tests, questionnaires, inventories and teacher observation. Specific reading diagnosis will be made in grades one through three by administering the

MacMillan Series R pre-assessment tests. Grades four through six will receive the Stanford Diagnostic Test. Math fact tests will be given to grades two through six upon entry and periodically to check for progress toward mastery. Achievement will be measured by testing items taught through informal teacher-made tests as well as these standardized tests: MacMillan Series R Reading Achievement Tests, grades one through three; Comprehensive Tests of Basic Skills, grades three through five, for both Math and Reading Skills; and Cleveland Public Schools' Math Achievement Tests, grades one through six. There shall be at least two personal conferences with the parents to review records and skills presented. At the conference the child's progress report is discussed openly with shared information from teachers and parents to be used for shared effort with the child involved. There is also action by the Intervention Team regarding any child who is failing or experiencing adjustment problems (see Appendix G).

Supportive Activities

The following individuals and groups provide supportive services which complement or enhance the education program.

School Psychologist

- Serves as a member of the Intervention Team
- Administers and interprets psychological tests
- Recommends appropriate placement and educational strategies for tested students
- Consults with staff and parents

Recruiter-Counselor

- Maintains recruitment procedures which eliminate, reduce or prevent racial isolation
- Publicizes and interprets program by working with school and community personnel

- Serves as a counselor and outreach worker for participating pupils
- Helps implement the traditional learning program in cooperative teaching of special units in grammar, oral, and written communication
- Improves, maintains and enriches the learning climate in the school by being a resource person

School Nurse

- Establishes and maintains health care center within the school
- Administers emergency care
- Serves as a member of the Intervention Team and consults individually with parents and staff
- Compiles and maintains student health records
- Makes health check and identifies special problem areas
- Provides staff inservice in emergency care
- Acts as a liaison between the school and community agencies

Speech Therapist

- Serves as a member of the Intervention Team
- Maintains pupil records and reports findings of speech and auditory testing
- Makes referrals for speech and hearing services in the system
- Conducts classes for speech and language improvement as determined by student needs
- Consults with parents and staff

Reading Consultant

- Serves as a member of the Intervention Team
- Consults with staff and acts as a resource person in maintaining effective classroom reading programs

- Assesses, evaluates, and recommends various reading materials
- Helps provide staff and adult volunteer inservice

Math Consultant

- Serves as a member of the Intervention Team
- Helps provide staff and parent volunteer inservice

Early Intervention Team

- Consists of the pupil's homeroom teacher, parents, school administrator, reading and math consultant, nurse, speech therapist and psychologist
- Reviews information and recommends support for children experiencing failure and/or adjustment problems

Trained Adult Volunteers

- Provide supportive counseling for students with adjustment problems
- Provide tutoring for students in reading and mathematics
- Aid classroom teachers and perform clerical and general services for various school activities

Food Service

- Provides nutritionally sound hot lunches
- Provides opportunity for social interaction of pupils

Central Office Support

- Provides subject area supervision and inservice training for staff
- Provides program evaluation
- Gives assistance in assessment of student attitudes and achievement
- Provides transportation, safety and security services

Multi-Media Services

- Provides a full-time librarian
- Provides a well-equipped and -maintained center with books, periodicals, and audio-visual equipment
- Provides a planned program of library skills for children
- Provides liaison and support to classroom learning

Community Agencies

- Council on Human Relations implements Green Circle Program in all third grade classes. Focus is on the multi-culture nature of our world and the richness of expanding our circle of friends to include all races.
- Town Toppers Program builds responsible citizenship. This is an opportunity for our community and business leaders to host a luncheon for pupils and their teachers during which much mutual respect and admiration for careers and characteristics for achievement is gained.

Extra- and Co-Curricular Activities

The nature and focus of extra- and co-curricular activities at the Fundamental School are dependent on the:

- needs of the students
- interests of the students
- talents of teachers and staff
- efforts to reinforce basic skills
- availability of volunteers
- needs of the school

Included among the extra- and co-curricular activities now in place and/or planned for next year are:

- Book Club
- Science Club
- Media Club

- Student Council
- Poetry Group
- Choral Group
- Musical Recorder Group
- Junior Red Cross
- Pupil Safety Monitors
- Pupil Messengers
- Physical Education Activity Leaders

A program of field trips will be designed to enrich the classroom experiences.

Parental Involvement

At the Fundamental Education Center strong parental commitment and involvement are important ingredients in the successful education of children. Parents are involved in the delivery of educational services by:

- Making a formal commitment to support the school program by signing the Parent Commitment Contract (see Appendix B). This commitment includes:
  1. attending conferences
  2. providing an appropriate atmosphere for home study
  3. insuring that pupils follow the dress code
  4. insuring regular and punctual attendance
  5. providing supplies as needed
  6. assuming financial responsibility for school property used by pupil
  7. volunteering time and talents for school activities
  8. supporting school regulations
- Participating in the PTA;
- Acting as volunteers in classrooms, library, office, lunchroom or for special projects and field trips;
- Meeting with the Intervention Team to help solve special educational problems of their children;

- Observing their children in the classroom and conferring with teachers as needed;
- Acting as members of the Advisory Committee;
- Serving as resource persons in sharing their skills, talents, or knowledge with pupils;
- Providing materials for special classroom projects or activities; and
- Providing home activities to enrich the experiential background and reinforce the basic education of their children.

Advisory Committee Involvement

Advisory Committee members have given their time and support to help establish and maintain the Fundamental Center. The membership is composed of a diverse racial, ethnic make-up with varied experiences coming from a cross-section of the city. Regularly scheduled meetings of the Advisory Committee are held the second Thursday of each month at 10:00 A.M. at the Center. Call meetings are possible when necessary. An agenda is followed and minutes are recorded. Possible action steps and suggestions are reported to staff through sharing minutes. The committee's efforts will also be shared with the total population through a Newsletter. This committee provides ongoing advice and suggestions regarding the school's operation and activities. Some examples of their input have been manifested in the approval of the dress code requirements, the plans for the organization of a school PTA, and the idea of personal, handwritten invitations by pupils to parents to visit school on Saturday, May 19, 1979. Members of the committee are:

1.	Mrs. Mariam Smith (Parent)	3995 E. 153 St.	44128	751-2876
2.	Mrs. Betty Casey (Parent)	610 E. 102 St.	44108	681-2242
3.	Mrs. Sharon L. Busch (Parent)	3103 Natchez	44109	398-1784

4. Mrs. Judy Holcker 10703 Governor Ave 44111 251-9041
   (Chairman) (Parent)

5. Mrs. Victoria Barden 1990 Ford Drive, #1105, Cleveland, Ohio
   (Retired Teacher) 44106 795-6598

6. Mrs. Catherine Bullock
   (Retired Principal) 20465 Alameda Pkwy., Warrensville Twp.
   44128

7. Mrs. Dorothy Rambo--Teacher
   (Secretary)

8. Mr. Norman Siebenhar--Teacher

9. Mrs. Dorothy A. Middleton--Teacher

10. Mr. Louis Joyce--Assistant Principal

III. TIMELINE

Schedule of Implementation

Critical Event	Beginning Date	Completion Date
Instruction staff returns to center	August 27, 1979	August 31, 1979
Evaluation of past procedures, assessment of staff needs, preparation of teaching materials, and human relations in-service continued	July 2, 1979	Ongoing
Appropriate consultants contacted and hired	September 6. 1979	Ongoing to February 29, 1979
Materials needed for in-service prepared and duplicated	October 1, 1979	Ongoing to April 30, 1979
Instructional staff pre-tested on knowledge of fundamental education techniques	October 15, 1979	October 19, 1979
Advisory Committee reviews progress and makes recommendations	October 30, 1979	Ongoing to June 30, 1980
In-service training sessions scheduled and conducted	October 30, 1979	April 30, 1979
Interim performance report submitted	February 1, 1980	February 1, 1980
Instructional staff post-tested on knowledge of fundamental education techniques	April 30, 1980	May 4, 1980
One-day site visitations planned and conducted for other school staffs	March 31, 1980	May 30, 1980
Final performance report submitted	September 29, 1980	September 29, 1980
Dissemination of evaluation results to appropriate administrative, advisory and community groups	September 19, 1980	Ongoing

Sequence of Evaluation Activities

Date	Evaluation Activity
July - September, 1979	Test of knowledge of concepts and methods of fundamental education developed.
	In-service rating instrument developed.
	In-service interview content and protocol developed.
October, 1979 - June 30, 1980	Center instructional staff pre-tested on knowledge of concepts and methods of fundamental education.
	Ratings of effectiveness of individual in-service sessions collected and analyzed.
	Interviews with attending teachers conducted and analyzed.
	In-service attendance data collected and summarized.
	In-service sessions observed.
February 1, 1980	Interim performance report submitted.
March, 1980	On-site visitation rating instrument developed.
	On-site visitation interview content and protocol developed.
March - May, 1980	Pre-post effectiveness ratings collected and analyzed from visiting teachers and administrators.
	Interviews conducted with visiting teachers and administrators and analyzed.
May, 1980	Center instructional staff post-tested on knowledge of concepts and methods of fundamental education.
June - August, 1980	Data analyzed and reports prepared.
September 29, 1980	Final performance report submitted.
	Evaluation results disseminated to appropriate audiences.

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